UTAH

	Utah			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 1 Ready to Learn								
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)*	29%	28%	↔	37%	33%	↑	25-48%	24-45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)	70%	71%	↔	75%	78%	↑	61-88%	71-87%
3. Has the percentage of infants born at low birthweight decreased? (1990 vs. 1997)	6%	7%	↓	7%	8%	↓	5-15%	3-13%
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)	84%	84%	↔	76%	83%	↑	47-87%	57-90%
5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased? (1991 vs. 1998)	33	47	↑	■	■		16-68	14-96
GOAL 2 School Completion								
6. Has the high school completion rate increased? (1990 vs. 1997)	94%	91%	↔	86%	85%	↔	77-96%	75-95%
7. Has the high school dropout rate decreased? (1995 vs. 1997)*	4%	5%	↓	■	■		2-11%	3-12%
GOAL 3 Student Achievement and Citizenship								
8. Reading: Has the percentage of students scoring at or above Proficient increased								
• in Grade 4? (1992 vs. 1998)*	30%	28%	↔	29%	31%	↔	3-38%	8-46%
• in Grade 8? (1998)	31%	—		33%	—		10-42%	—
9. Writing: Has the percentage of students scoring at or above Proficient increased								
• in Grade 8? (1998)	21%	—		27%	—		9-44%	—

KEY

↑ Significantly better

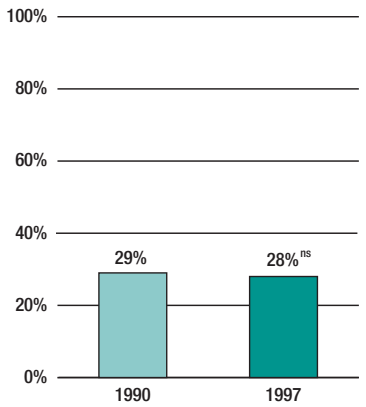
↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.❖

■ Comparable national data are not available.
— Data not available.
* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 245-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Children's Health Index

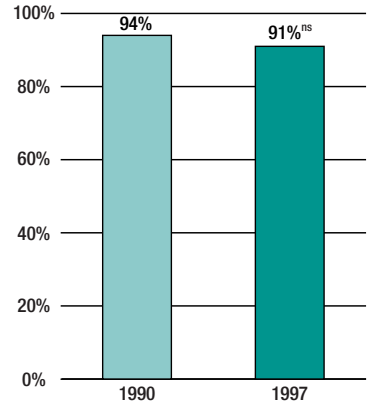
Percentage of infants born with 1 or more of 4 health risks[1] (Indicator 1)



1 Risks are: late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
ns Interpret with caution. Change was not statistically significant.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

UTAH

	Utah			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)								
10. Mathematics: Has the percentage of students scoring at or above Proficient increased								
• in Grade 4? (1992 vs. 1996)*	19%	23%	↔	18%	21%	↑	5-27%	3-31%
• in Grade 8? (1992 vs. 1996)*	22%	24%	↔	21%	24%	↑	1-31%	5-34%
11. Science: Has the percentage of students scoring at or above Proficient increased								
• in Grade 8? (1996)	32%	—		29%	—		5-41%	—
12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)	132	144	↑	55	97	↑	9-177	19-244
GOAL 4 Teacher Education and Professional Development								
13. Has the percentage of public secondary school teachers who hold								
• a degree in their main teaching assignment increased? (1991 vs. 1994)	68%	62%	↓	66%	63%	↓	51-85%	50-81%
• a teaching certificate in their main teaching assignment increased? (1991 vs. 1994)	99%	97%	↓	94%	93%	↓	91-100%	89-100%
14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)	87%	—		85%	—		76-98%	—
15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)	12%	—		16%	—		4-81%	—
16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)	32%	40%	↑	22%	27%	↑	6-42%	7-48%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.❖

— Data not available.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

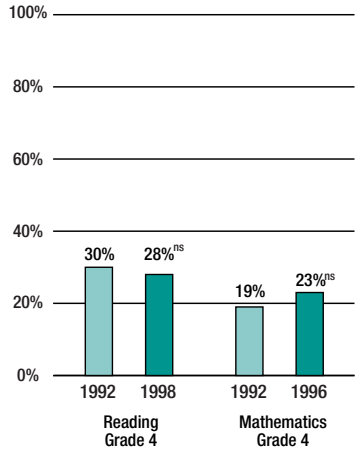
❖ See pages 245-246 for an explanation of statistical significance.

See pages 16-19 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.

Student Achievement

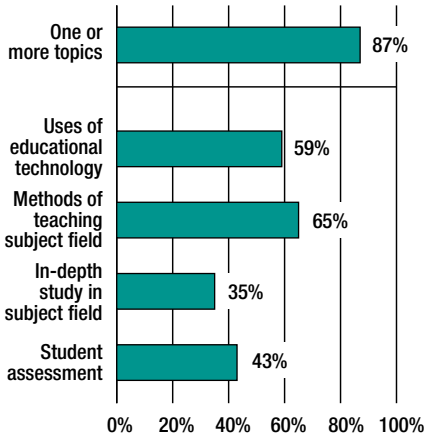
Percentage of public school students scoring at or above Proficient in reading and mathematics (Indicators 8 & 10)



ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development on the following topics[1], 1994 (Indicator 14)



1 Since the end of the previous school year.

UTAH

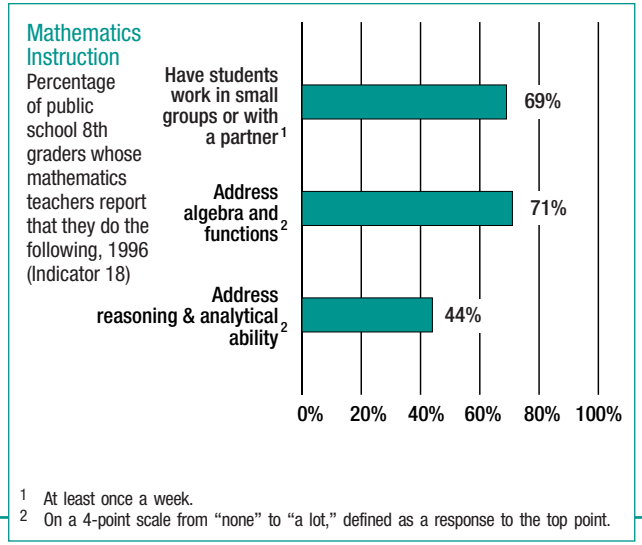
	Utah			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 5 Mathematics and Science								
17. Has the state's international standing improved in								
• Grade 8 mathematics achievement? (1996)	12 out of 41 countries would be expected to score above Utah			20 out of 40 countries scored above the U.S.			6-38 countries	—
• Grade 8 science achievement? (1996)	1 out of 41 countries would be expected to score above Utah			9 out of 40 countries scored above the U.S.			1-38 countries	—
18. Has the percentage of public school 8th graders whose mathematics teachers report that they								
• have students work in small groups or with a partner increased? (1996)	69%	—		66%	—		45-92%	—
• address algebra and functions increased? (1996)	71%	—		57%	—		45-82%	—
• address reasoning and analytical ability increased? (1996)	44%	—		52%	—		39-64%	—
19. Has the percentage of public school 8th graders who have computers available in their mathematics classroom increased? (1996)	24%	—		30%	—		7-54%	—
20. Has the percentage of mathematics and science degrees awarded to								
• all students increased? (1991 vs. 1996)	41%	43%	↑	39%	43%	↑	25-49%	16-54%
• minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)	47%	46%	↓	39%	40%	↑	22-64%	24-57%
• female students increased? (1991 vs. 1996)	32%	34%	↑	35%	41%	↑	23-46%	15-52%
GOAL 6 Adult Literacy and Lifelong Learning								
21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)	—	—		52%	—		46-77%	—
22. Has the percentage of U.S. citizens who report that they								
• registered to vote increased? (1988 vs. 1996)	78%	68%	↔	70%	71%	↑	58-95%	61-91%
• voted increased? (1988 vs. 1996)	72%	55%	↔	61%	58%	↓	50-74%	47-69%

KEY

↑ Significantly better

↓ Significantly worse

↔ Interpret with caution. Change was not statistically significant.❖



1 At least once a week.
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point.

◆ Indicators are not the same at the national and state levels.
— Data not available.
❖ See pages 245-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

UTAH

	Utah			U.S.			Range of State Scores	
	baseline	update	progress?	baseline	update	progress?	baseline	update
GOAL 6 Adult Literacy and Lifelong Learning (continued)								
23. Has postsecondary enrollment increased? (1992 vs. 1996)	51%	51%▲	↓	◆	◆		33-68%	40-73%
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools								
24. Has student marijuana use decreased? (1991 vs. 1997)❊	9%	12%	↔	◆	◆		4-18%	12-35%
25. Has student alcohol use (5 or more drinks in a row) decreased? (1991 vs. 1997)❊	17%	17%	↔	◆	◆		17-43%	11-45%
26. Has the availability of drugs on school property decreased? (1993 vs. 1997)❊	19%	27%	↓	◆	◆		11-31%	15-42%
27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)❊	8%	8%	↔	◆	◆		6-15%	5-13%
28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)❊	15%	14%	↔	◆	◆		13-39%	11-34%
29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)❊	11%	11%	↔	◆	◆		8-18%	5-17%
30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)❊	6%	5%	↔	◆	◆		3-23%	3-13%
31. Has teacher victimization decreased? (1994)	16%	—		15%	—		8-26%	—
32. Have student disruptions that interfere with teaching decreased? (1991 vs. 1994)	33%	54%	↓	37%	46%	↓	23-60%	33-65%
GOAL 8 Parental Participation								
33. Has the percentage of schools with minimal parental involvement decreased, according to								
• public school teachers? (1991 vs. 1994)	18%	19%	↔	◆	◆		9-44%	13-50%
• public school principals? (1991 vs. 1994)	13%	14%	↔	◆	◆		4-22%	3-27%
34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)	17%	33%	↑	◆	◆		8-37%	12-50%

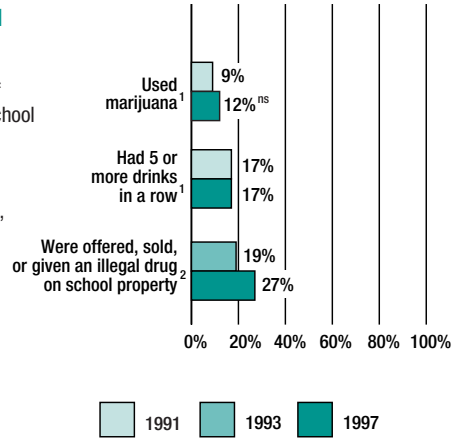
KEY

- ↑ Significantly better
- ↓ Significantly worse
- ↔ Interpret with caution. Change was not statistically significant.❖

◆ Indicators are not the same at the national and state levels.
— Data not available.
▲ The values for indicator 22 in 1992 and 1996 before rounding were 51.47 and 50.8, respectively.
❊ Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
❖ See pages 245-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.

Alcohol- and Drug-free Schools

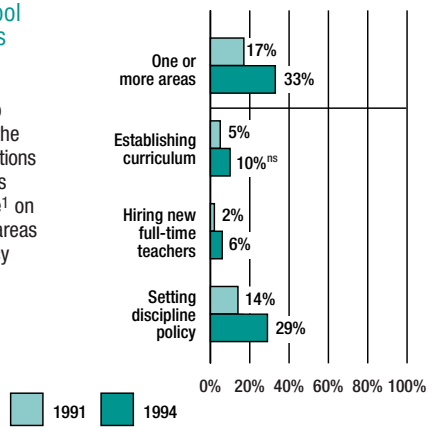
Percentage of public high school students who reported the following (Indicators 24, 25, & 26)



1 During the past 30 days.
2 During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent associations in their schools have influence[1] on the following areas of school policy (Indicator 34)



1 On a 6-point scale from "no influence" to a "great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.